



School Improvement Plan

Academic Year 2023-24

'We R RICH' - Respectful, Resilient, Inclusive, Collaborative, Honest

Curriculum Drivers – Aspirations, Curiosity, Experiences

	Strategic Improvement Plan 5 Year overview 2022 - 2027				
	22/23	23/24	24/25	25/26	26/27
Quality of Education/Teaching and Learning/Curriculum	<ul style="list-style-type: none"> • Pedagogy, vision and teaching and learning practices are established • AfL runs throughout school professional development programme • National Literacy Hub Phonics Audit • The gap between school and national outcomes in Y1 phonics is reduced. • Teaching and learning of phonics is good across EY and KS1 • Assessment for phonics is accurate and completed half termly • The gap between school and national in writing at the end of KS1 and KS2 is reduced. 	<ul style="list-style-type: none"> • 80% of teaching is good or better • Transforming Teaching Programme in place (1st Year) • Teacher Educators are developed through a planned CPD programme • AfL strategies well established across school • GLD is closer to national • The gap between national and school in reading, writing and maths at the end of KS1 is reduced further. • Implement new phonics scheme in school • Work alongside Literacy hub as a partner school to improve teaching and learning in phonics • Phonics outcomes at the end of Y1 are significantly closer to national • Summative and formative assessment processes and procedures are in well-established and followed 	<ul style="list-style-type: none"> • Rated Good by LA/Ofsted • At least 80% of teaching is consistently good or better • Transforming Teaching Programme in place (2nd Year) • Teacher Educators are well established in school and support improvements in teaching and learning across phases • AfL strategies well embedded across all year groups and subjects. • GLD is closer to national – close the gap further to National • Phonics Screening Check Results are in line with National Expectations • Outcomes for all pupils are in line with National for Reading, Writing and Maths • GDS is in line with National at the end of Y2 and Y6 in RWM • All teaching staff take ownership of their CPD and use this to make improvements to teaching and learning across school • A coaching and mentoring system is established across school • 	<ul style="list-style-type: none"> • At least 90% of teaching is consistently good with 20% outstanding • A well-established and effective coaching and mentoring system is in place across school • All staff independently keep up to date with new educational practices/initiatives • All staff, including support staff, take ownership of CPD to improve practices across school 	<ul style="list-style-type: none"> • 100% of teaching is good with 40% outstanding • Rated outstanding by LA/Ofsted

Leadership and Management	<ul style="list-style-type: none"> • Define roles and responsibilities – including line management/appraisal procedures/accountability • Leading Together Programme in place in school (Summer Term – term 1) • Development of rigorous monitoring cycle and processes across school • AHT to begin NPQ Behaviour and Culture • Investigate pastoral team support/development • Literacy Hub detailed audit completed for phonics • Literacy Hub Partner school – strengthen leadership of phonics and improve teaching of phonics • Support for English development – English Adviser • Subject leads to develop further knowledge through involvement in SCOS subject training and networks • Health and safety audit to take place • Network and IT audit to take place • Governance review to take place 	<ul style="list-style-type: none"> • Leading Together Programme to continue (Term 2, 3, 4) • Phase leaders in place in school • 2 leaders complete instructional coaching programme (4 month programme in line with Leading Together and Transforming Teaching) • Health and safety audit actions completed successfully • Network and IT actions completed successfully • Actions from staff questionnaire addressed through working party • Governance review to take place 	<ul style="list-style-type: none"> • Rated Good by LA/Ofsted • Leading Together Programme to continue (Term 5 & 6) • Instructional coaching in place in school to support staff with Teaching and Learning • Staffing structure well established • Well established and robust monitoring procedures in place • Staff report high levels of wellbeing and work/life balance 	<ul style="list-style-type: none"> • Embedded CPD for middle and senior leaders – succession planning • Embedded 'High Impact, Low Threat' monitoring in place which leads to continued improvements 	<ul style="list-style-type: none"> • Rated outstanding by LA/Ofsted
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1. Quality of Education

1a. Improve outcomes for all groups of children through focused and effective continued professional development for all.

'We want staff who are inspirational in their teaching, providing pupils with ambitious educational standards which prepare them for their next phase of education and life.'

Lead Role: Leanne Doughty
Link Gov: Jo Haydon

Rationale:

- Progress and attainment data shows there are some inconsistencies in teaching and learning across year groups and cohorts
- Writing outcomes at the end of Key Stage 1 are significantly below national (-15%)
- Reading outcomes at the end of Key Stage 2 are significantly below national (-26%)
- Writing and maths at the end of Key Stage 2 are below national (-6% and -7%)

Success Criteria:

- The percentage of children on track to achieve the expected standard in core and foundation subjects is increased
- Outcomes at the end of Key Stage 1 and 2 are closer to national in reading and writing
- Monitoring evidences that strategies for teaching and learning are consistent.
- Staff demonstrate a good understanding of the progression of skills for the subjects they are teaching
- Teaching is consistently good across school
- Standards within year groups are consistent
- Learning environments meet expectations and impact positively on pupil learning and outcomes
- Marking, feedback and assessment is used in line with policy to raise standards for all children
- Pupil progress data shows % of children meeting expected standards in reading, writing and maths increases term on term
- At least 85% of pupil make expected or better than expected progress across the curriculum

What we're working on:

Further improve the consistency of teaching and learning across school

Inconsistencies addressed promptly by phase leaders

Marking and feedback enable pupil progress

Parents support pupils with their learning

Ensure that the curriculum provides challenge for all

1. Quality of Education

1b. Improve outcomes in English

"We want children to be well equipped with the skills needed to decipher and understand what they read in order to learn new things. We want children and their parents to have a love and appreciation of reading and know why it is important. We want children to be confident and competent writers, able to communicate effectively and express their thoughts, ideas and feelings in writing."

Lead Role: Jon Hadley

Link Gov:

Rationale:

- Monitoring evidences that assessment for learning is not always used well enough to inform next steps and planning.
- Children have limited opportunities to read and access to reading materials outside of school.
- Outcomes at the end of KS1 and KS2 were below national in Reading
- The percentage of pupils (Y2-6) on track to meet age related expectations in reading is significantly lower than national averages.
- Leaders have identified the need for further CPD to address gaps in subject knowledge and pedagogical knowledge.
- Monitoring evidences the need to improve provision for pupils with SEND in reading. 61% of pupils with SEND make at least expected progress in reading in 22/23.
- Although there has been a slight increase in the percentage of pupils (Y2-6) on track to meet the expected level for writing (35%) at the end of 22/23, it is still significantly lower than the national average
- Although staff confidence in the teaching of writing has improved compared to 22/23, monitoring evidences that further CPD is needed in this area
- 76% of children made at least expected progress in writing across 22/23

Success Criteria:

- Monitoring evidences that the quality of teaching is at least good in reading across school.
- Monitoring evidences that strategies for teaching and learning are consistent.
- Staff demonstrate a good understanding of the progression of skills for reading
- The percentage of pupils attaining ARE at the end of Y2 in reading, writing and maths is significantly improved from 22/23 and closer to national averages
- The percentage of Y1 pupil on track to attain ARE in reading, writing and maths is significantly improved from 22/23
- At least 85% of pupils make expected or better than expected progress in reading, writing and maths across Y1 and Y2
- The percentage of children in Y1 -6 on track to achieve the expected standard in reading and writing is increased by at least 15%
- Assessments are accurate and feedback is used effectively to improve pupil progress
- Marking, feedback and assessment is used in line with policy to raise standards for all children
- Monitoring evidences that pupils with SEND are provided with appropriate work
- Pupils with SEND make good or better progress from their starting points
- The percentage of children on track to achieve end of year expectations in writing improves by at least 20%
- Monitoring evidences that the teaching of writing is at least good across the school
- Monitoring evidences that teaching and learning strategies for writing are used consistently across the school
- Monitoring shows that high quality modelling supports the teaching of writing
- The 'Core' curriculum for writing is well established and supports teaching for the lowest 20% of children
- Staff report that they are well supported by the subject lead
- Staff demonstrate a good understanding of the end of year expectations for writing in their year group and each of the Key Stages
- Writing moderation evidences that the percentage of accurate assessment judgments in writing increases across the year
- At least 85% of pupils make the expected progress in writing

What we're working on:

Embed an appropriate writing curriculum/ assessment system for identified SEND pupils

Development of emergent writing within early years and transition into Year 1.

Further develop the use of interventions to support writing

High expectations for presentation and addressing basic skills gaps

Embedding reading and writing skills across the curriculum

Further securing staff subject knowledge in teaching a sequence of writing lessons.

Provision for reading lessons (Y2)

Modified assessment criteria for each term to support summative judgements

Summative assessment analysis to address specific skills gaps
 Develop language, communication and vocabulary
 Further engage families with reading outside of school
 Further develop reading for pleasure
 Learning environments promote pupil independence and support teaching and learning

1. Quality of Education

1c. Implement the Little Wandle Phonics scheme to further develop and improve provision in phonics.

"We want children who are confident and enthusiastic readers, able to access all areas of the curriculum and develop strategies that enable them to decode unfamiliar words."

Lead Role: Jodie Peach
 Link Gov:

Rationale:

- Phonics data over the last 3 years have been at least 10% below the national figure (22/23 67%)
- Although there has been a 9% increase in the number of children achieving the PSC, monitoring of phonics across the 22/23 academic year identified inconsistencies in the teaching of phonics across the Early Years and KS1
- Monitoring within school and supported by the Literacy Hub identified some problems in the adopted phonics scheme, this resulted in the introduction of a new approved phonics scheme for 23/24
- Children enter school with low starting points and limited experiences
- 62% of the current Y1 left reception expected for word reading

Success Criteria:

- Monitoring evidences that teaching, learning and assessment of phonics is at least good across school
- Monitoring evidences that modelling is used effectively by all adults to ensure children understand their learning.
- Monitoring evidences that all adults have good subject knowledge in phonics
- Monitoring evidences that the application of phonics is seen across subjects
- Staff can identify improvements in their practice as well as areas for further development
- The number of pupils passing the Phonics Screening Check is significantly closer to national figures
- Half termly phonics assessments are in place and acted up on to ensure pupils access the right learning

Intent.

Further strengthen the leadership of phonics
 Improve staff subject knowledge of Little Wandle Phonics scheme and teaching requirements
 Consistency of lessons across school
 Accuracy of assessment in phonics
 Further work on oral blending
 Parental engagement/awareness/understanding of phonics
 Nursery phonics - foundations for phonics set

1. Quality of Education

1d. Further develop and improve provision for the lowest 20% of pupils and those with SEND so that accelerated progress is made and the gap is narrowed.

"We want ALL children to ACHIEVE and SUCCEED in ALL subjects, ALL of the time"

Lead Role: Sam Billingham
Link Gov:

Rationale:

- 18.3% of children identified as SEND, above National of 12.2% (Jan 23).
- Progress and attainment data shows there are inconsistencies across year groups for this group of pupils.
- Monitoring shows that interventions were not delivered consistently and accurately.
- Monitoring evidences that assessment for learning is not always used well enough to inform next steps and planning for pupils with SEND.
- Monitoring evidences that learning activities are too hard, and not broken down into small enough steps.

Success Criteria:

- At least 80% of pupils make better than expected progress.
- A clear assessment system is in place to track pupils with SEND and policy is followed by all staff.
- Core curriculum is used to support learners not able to access year group curriculum.
- Monitoring evidences that teaching, learning and assessment for all SEND pupils is consistently good.
- All stakeholders can articulate our vision for SEND.
- Quality structured interventions are delivered consistently and 100% of pupils make progress.

What we're working on:

Further improve accuracy of SEND assessments through core curriculum tracking.

Embed core curriculum into daily practice.

Ensure children access learning adapted to need.

2. Behaviour and Attitudes

2a. Further improve attendance across school and reduce the number of Persistent Absentees

"We want every child to have access to the full curriculum. We want them to experience new learning daily so they ACHIEVE and SUCCEED in all they do. We want parents to know the value of education and understand that attendance is essential for a good education."

Lead Role: Julie Dodd/Leanne Doughty
Link Gov: Jo Haydon

Rationale:

- Although the percentage of PA pupils for 22/23 improved by 5.4% compared to 21/22 from 31.1% to 25.7%, we recognise that this still isn't good enough to secure good outcomes for our children.
- Attendance in 22/23 was 92.9% compared to 21/22 figure of 91.9% - although an increase this is still below the national figure for attendance.
- Attendance for Pupil premium children is in line with other children (92.5% and 93% respectively). However, PA for PP group is higher at 28.6% compared to 24.7%.
- Half of pupils with EHCP's were persistently absent during 22/23 (over 15% more than the LA figure for this group)
- The main reason for PA is prolonged periods of illness and extended holidays (not agreed)

Success Criteria:

- Attendance is at least 96%
- Attendance of non-disadvantaged pupils has improved across the academic year
- PA % for disadvantaged pupils has decreased and is closer to the National for this group
- Percentage of PA pupils has significantly decreased from last academic year
- The percentage of PA pupils with EHCP's has significantly reduced
- Punctuality of identified pupils has improved across the academic year
- The number of pupils receiving an attendance award increases half termly.
- Attendance in Nursery and Reception is in line with the rest of school.
- PA for Nursery and Reception is significantly reduced compared to last academic year.

What we're working on:

Further embed expectations for attendance and punctuality and communicate this to all stakeholders

Further enhance the process for term time LOA requests to discourage and reduce extended periods of absence

Reduced number of persistent absentees

Further develop support for Emotional based non attendance (Mental Health and Well being)

3. Personal Development

3a. Pupil's personal development and well-being is high priority for all stakeholders

'We want children and parents to experience a positive and enriching school life that goes beyond the expected. Pupil wellbeing is a priority and adults understand and meet all children's social and emotional needs. We want to provide a wide, rich set of experiences that focuses on developing, promoting, enabling and supporting our children to raise their aspirations and increase their curiosity.'

Lead Role: Tom Corbett

Link Gov: Sam Atkinson

Rationale:

- Rood End is located in a low socio-economic area with high levels of deprivation
- Some pupils and their families have limited experiences outside of school life.
- Revised curriculum has been had full 12 months to be implemented
- Pupil conferencing evidenced that pupils' awareness of purpose of lessons and knowledge of careers is very limited.
- 35 % of pupils are eligible for Pupil Premium
- An increasing number of pupils are identified as vulnerable and are monitored/supported by school or outside agencies.
- Mission statement, Vision, Values,
- Most behaviour incidents occur during unstructured times of the school day.
- Some learning is lost following break and lunchtimes due to unresolved incidents
- Limited outside space impacts on the activities on offer to children.

Success Criteria:

- Monitoring evidences that children regularly demonstrate 'Knowing more and remembering more'
- Planning evidences local, relevant content and is evidenced in pupils' books
- The curriculum ensures that pupils' experiences are widened and aspirations raised
- Pupil conferencing demonstrates that pupils enjoy learning and articulate their knowledge and understanding
- Cross curricular application of skills demonstrates age related expectations consistently
- Teaching in curriculum areas is judged as at least good in 100% of classes
- The range of wider curricular opportunities offered to pupils is broad
- At least 85% of pupils make at least expected progress in the foundation subjects
- More teaching time -Staff report that children enter the classroom following lunch and breaktime ready to learn
- Improved behaviour – The number of behaviour incidences is significantly reduced across the year.
- An increased number of pupils attend 'Behaviour Parties.'
- Faster core skills development - Children demonstrate creativity, imagination, co-operation, resilience, stamina and confidence through their play.
- Inclusion - OPAL's approach makes play better for every child, every day....no exceptions!
- Happiness and wellbeing - Children and staff report feeling less stressed and happier, and more excited about school, including enjoying break and lunch times
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What we're working on:

Enrichment activities linked to drivers

Develop creativity, responsibility and play during unstructured time

Ensure support for Mental Health and well-being are readily available and accessible to all

Further embed the Behaviour Policy across school – Ready, Respectful Safe

Further develop the use of British Values lessons to support pupils well being

Further develop and embed awareness of Online safety for children and parents
 Further develop the PSHE/RHE curriculum
 Healthy Schools awards and well-being charter mark

4. Early Years

4a. Improve provision in the Early Years to ensure that all children are ready for their next stage of learning.

'We want children to develop their basic skills and oral communication by providing them with routines, boundaries and high quality, engaging learning opportunities in preparation for the next stage of learning. We want parental understanding and engagement to be high.'

Lead Role: Jon Hadley
 Link Gov: Jo Haydon

Rationale:

- Following staffing restructure, from September 2023, there is a newly-appointed Early Years Leader.
- Monitoring shows that outdoor learning environment requires significant development to ensure that it promotes physical development, problem solving and curiosity using high quality resources.
- 2022-23 data shows that 53% of pupils achieved GLD with girls significantly outperforming boys.
- Attainment on entry is very low across all curriculum strands.
- Wellcomm baseline data for current Nursery and Reception (2023-24) cohort shows that the vast majority of pupils have speech and language skills well below age-related standards.

Success Criteria:

- Teaching in each of the curriculum areas judged at least good in 100% of classes
- 85% of pupils make at least expected progress in all areas of the curriculum
- Proportion of pupils achieving GLD has increased and closer to the national average figure.
- Gender attainment gap is narrowed.
- Pupils have acquired the basic skills to be ready for Key Stage 1.
- Well established and evidence informed EYFS team with capacity for leadership succession.
- A high quality learning environment for both indoors and outdoors supports all areas of learning.

What we're working on:

Further strengthen leadership of Early Years.

Strengthen use of assessment to address gaps in learning.

Development of emergent writing within early years to support transition into Year 1.

Develop outdoor learning environment

Embed Little Wandle scheme

Learning environments to support specific cohort

Language and Communication

Parental Engagement

5. Leadership and Management

5a. Strengthen the leadership team to ensure that school improvement is swift, effective and sustainable

'We want a shared and well communicated vision. A team that facilitates others to do their job to the best of their ability. We want sustained improvement and to develop others in planning for succession.'

Lead Role: Jayne O'Neill
 Link Gov: Jo Haydon

Rationale:

- A new headteacher joined the school in September 2022
- A new distributed leadership structure was introduced in September 2023
- A number of new staff have joined the school in Sept 23 (3 x second year ECT's)
- Due to staff changes some areas of responsibilities have been distributed across SLT and Middle Leaders

Success Criteria:

- Clear, well-articulated vision demonstrated throughout school which all stakeholders can communicate
- Staff report they feel supported and valued by leaders
- Leaders report that they feel well supported by governors
- Staff demonstrate a clear understanding of the shared vision
- Governors are involved in co-constructing and co-developing school improvement practices, including updates to SEF/SIP
- Governors provide clear challenge for leaders

What we're working on:

Further strengthen the leadership team

Further develop middle and subject leadership

Subject leaders/MLT to take ownership of monitoring subject/area of responsibility

Further develop a system of performance management and monitoring and evaluation that focuses on improvement and support as well as accountability